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Members of society participate in such a great variety of organizations that daily life is predominantly organization life. Consequently, an organization and its goals and structure may be significant influences upon its members and their lives. Likewise, the organizational structure of schools may influence teachers' role orientations. Two models of school organization, authoritarian-rationalistic and rationalistic-humanistic, were developed and 33 public elementary schools in southeastern Michigan were independently classified as representing the two models. Seven hundred and twenty-six teachers from the schools were given the Evaluation Modality Test, the Teacher Practice Questionnaire, and the Minnesota Teacher Attitude Inventory. Statistical analysis of the results indicated that (1) the organizational structure of schools is significantly related to certain psychological, sociological, and educational role orientations of teachers; (2) the nature of the teaching experience rather than the fact of teaching experience largely determines teacher characteristics; and (3) the structure of the school in which experience is gained partially determines teacher attitudes and values. (TT)

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ADMINISTRATOR'S NOTEBOOK

Midwest Administration Center

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ORGANIZATIONAL STRUCTURE AND TEACHER ROLE-ORIENTATION*

Christopher W. Flizak

(The organizational structure of the institution in which one lives, works, or studies is assumed to affect an individual's attitudes and behaviors. This study examines the relationship of the organizational structure of schools and the teachers' role orientations. E. M. Bridges and L. B. Reynolds (Administrator' Notebook, Vol. XVI. No. 6, February, 1968) suggested that the nature of the teaching experience rather than the fact of teaching experience may be of importance. The study reported here indicates that the structure of the school in which experience is gained partially determines teacher attitudes and values. The author, Christopher W. Flizak, is Associate Professor of Educational Psychology, State University of New York, at Fredonia, New York.)

Members of our society participate in a great variety of formal and informal organizations. Their daily life is predominantly organizational life. Consequently, an organization, its goals and structure, is believed to have a significant influence upon its members and their lives. This belief has been particularly espoused by people in industry, business, government and the military as judged by the large number of publications dealing with questions related to organizations, their structure, dynamics, and influence upon their participants.

Schools can be similarly examined and the information thus obtained may provide us with knowledge and understanding of the process of schooling and in turn help us to obtain the results we expect from this process. Educational research has focused on the different parts of the process of schooling such as curriculum, scheduling, methods of teaching, uses of materials, teacher training and retraining, and remedial programs for children. Seldom has the relationship between human beings and the institution been examined as a possible area of manipulation.

An analysis of the relationship between the teachers' characteristic patterns of behavior and the institutional setting within which they work can provide insights into the nature of schooling and the complexity of the interacting networks of individuals and institutions. This paper is primarily interested in how teachers think, feel and behave, and why they think, feel and behave the way they do. The specific question is whether there is a relationship between a school's organizational structure and a teacher's way of thinking, feeling and behaving.

Observations gathered from many years of experience as a student, teacher and instructor of teachers, as well as in the study of school related problems, suggest that knowledge about such a relationship may indeed be necessary to improve schooling. For example, there seems to be a greater difference among teachers of different schools than among the teachers of the same school. Three possible explanations arise: (1) the administration of a school tends to contract teachers with similar characteristics; (2) a school with certain characteristics attracts similar teachers; (3) a school influences its teachers to acquire similar characteristics. It is expected that some combination of the above three possibilities is responsible for the presence of any one teacher at a particular school.

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To pursue the observation analytically, it is necessary to define what is meant by "similar." For this purpose, schools are analyzed into discreetly structured organizations. Two schools are said here to be "similar" if they have the same organizational structure. Two teachers are here said to have "similar characteristics" if there is strong agreement between their answers to the questionnaires used in this study relating to psychological motives underlying their valuative behavior and their attitude to certain school related problems. Within this analytical framework, the observation is modified to read: Teachers from schools with given organizational structure have "similar characteristics."

This study was conducted in three steps. First, the literature dealing with organizations and their characteristics was reviewed. On this basis three organizational models relating to the structure and dynamics of organizations were proposed. Second, the three models thus proposed were examined in terms of schools which were available for study. In the light of the discussion developed in the first step and the experience in the second, a two-model scheme was adopted in order to fit the available schools. Third, an empirical study was conducted in order to examine the two types and to ascertain the extent of relationships between schools' organizational structure and teachers' psychological, sociological and educational-role characteristics.

There are at least two major sources of concern in any organization: the individual and the collective. The individual's concerns usually are involved with the maintenance, development, expression, and realization of his conception of himself. The individual will seek to use every thing and person, especially the organization and its resources, for his purpose. Thus, he will seek to make the organization an "agency" for the realization of his individual goals. Consequently, it is reasonable to expect that unless its members are minimally satisfied, the organization will cease to exist.

On the other hand, the organization has "collective" goals which usually have to do with growth in size, self-perpetuation, growth in power or influence over its members, extension of its influence over non-members, performance of organizational tasks, development of task specialization, effective and efficient goal realization, and security and satisfaction of its members. Similarly, an organization will seek to use every thing and person, especially its members and their resources, for its purpose. It will seek to make "agents" out of its members for the realization of its goals.

In addition, every organization concerns itself with three major factors: structure, process, and end-product. The structure of an organization is basically a question of who does what. It determines the social distance between, or prestige of, the positions in an organization and controls its flexibility or member mobility within its ranks. The process of an organization is basically a question of how the organizational tasks are to be carried out. It is a process of elaboration of methods and skills for the attainment of goals or the end-product. It is an ends-means relationship. A concern for the end-product of the organizational activities is basically a question of who gets what, when, and how. It is a process of elaboration and distribution of rewards among the members; thus, it has a psychological significance for the members of an organization.

The degree to which an organization concerns itself with these three factors may vary from one organization to another. The factor upon which an organization focuses its greatest attention seems to be a primary determinant of the differences existing among organizations. Thus, it was from this impression that the three organizational models were proposed and then applied to schools for classification purposes. The three models were named as authoritarian (emphasizing structure), rationalistic (emphasizing process), and humanistic, (emphasizing end-product). These models were defined in terms of characteristics specific to each organization: for example, organizational philosophy, employment and dismissal practices, assignment of duties and manner of carrying them out; rules and regulations governing conduct of children and staff, use of materials and instruments, scope and sequence of curriculum, time schedules, methods, techniques and teaching procedures, and use of textbooks and instructional materials. On the basis of these characteristics, attempts were made to locate schools approximating the three models. Due to the lack of appropriate schools in southeastern Michigan, the three models were collapsed into a two-model design; that of authoritarian-rationalistic (AR), and rationalistic-humanistic (RH). Now it was possible to locate public schools which approximated the two new models.

Methods and Results

Population: Utilizing a set of criteria defining each model, 33 out of 85 public elementary schools in southeastern Michigan were independently classified by three judges as representing the two models: 15 schools of AR and 18 of RH type. The teacher population under study consisted of 726 public elementary

significantly between the teachers of the schools classified into two categories. Teachers of the AR schools attained significantly higher mean scores than the teachers of the RH schools on the following measures: Moralist and Realist mode of ethical valuation, total intensity of valuation, advice/information giver, disciplinarian, referrer and motivator teacher-roles. On the other hand, teachers in RH schools attained significantly higher scores on Individualist mode of ethical valuation, the Minnesota Teacher Attitude Inventory, and the counselor teacher-role.

Discussion and Conclusion

This study pointed out that:

1. although it is not an easy task it is possible to think of schools as institutions which exhibit different yet definable organizational structures;

2. there exist public schools which are sufficiently different from each other to fit or approximate a given model;

3. the organizational structure of schools is significantly related to certain psychological, sociological, and educational role-orientation of teachers;

4. given two schools approximating the two models, teachers within each school will tend to resemble each other in their response to certain set of stimuli, but differ from those of the other school;

5. the beginning teachers from both types of schools show little or no significant difference on these measures, but the difference will grow progressively greater with number of years of service;

6. beginning teachers from one type of school closely resemble all teachers in that school regardless of age or years of service, while beginning teachers of the other school do not; however, they seem to acquire characteristics similar to those of other teachers in that school within a few years.

The results of this study have several implications for public schools. First, what happens to our schools may to a large extent be determined by the very structure of the school's organization. Thus, in order to make any significant changes within the end-product of this process, it may be necessary to concern oneself not only with the curriculum, schedules, methods, materials, teacher-retraining, remedial programs, and educational gadgetry but also with the organizational structure and related dynamics within the frame of which people live, study, and work. Second, this study points to the measured extent to which school situational organization influences teachers' modes of thinking, feeling, and behaving and suggest a very important question: "If teachers (adults) are thus influenced, to what extent are the children and youth?" Also, "Is such influence desirable or undesirable in terms of our goals for schooling process?"

Our schools, even our classrooms, may have a great variety of situational structures which allow certain "things" to occur but deter others. In this way, if we wish to make any significant change within a situation or further promote that which is already taking place, we ought to structure a situation in such a manner that it will do just that. To mesh structure with desired goals will require further development of a body of knowledge about the interactions of particular organization structures and particular goals.

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